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ABSTRACT

Results of an assessment of the efficacy of changing from a quarter to a semester calendar at the University of Tennessee, Knoxville, are presented. The study committee investigated the changes required for a calendar conversion, and identified the most serious problems and probable transitional costs. Site visits were made to three other campuses that had converted their calendars. Principles for the change include the following: students should not be harmed by the transition process, adequate time should be allowed for the transition, and other changes should be kept to a minimum during the transition period. Guidelines for semester conversion are provided with attention to areas such as course credits; the fall, spring, and summer calendars; adjustments to the advising system; and special programs. In addition, guidelines for the transition process cover procedures for student appeal, information dissemination, and use of existing structures for curriculum revision. Information on the coordination of the transition process is also included. Appended materials include committee reports on: teacher loads, student affairs, the impact of calendar change on chronic student problems, financial impacts, curriculum change and evaluation, and cooperative education. Semester calendars and exam schedules for 1987-88 through 1990-1991 are included. (SW)

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UNIVERSITY OF TENNESSEE, KNOXVILLE

REPORT TO THE CHANCELLOR

Submitted by

UTK SEMESTER FEASIBILITY STUDY COMMITTEE

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31 MAY 1984

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UNIVERSITY OF TENNESSEE, KNOXVILLE

REPORT TO THE CHANCELLOR

Submitted by

UTK SEMESTER FEASIBILITY STUDY COMMITTEE

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31 MAY 1984

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UTK SEMESTER FEASIBILITY STUDY COMMITTEE

REPORT TO THE CHANCELLOR

31 May 1984

A vote taken on 28 November 1983 by the UTK Faculty Senate endorsed the following resolution from the Educational Policy Committee:

1. That the University adopt an early-start semester calendar and that this request be communicated to the Chancellor;
2. That the Chancellor establish an adequate timetable for the transition to a semester calendar in consultation with appropriate academic units, Senate committees, and others;
3. That activities to effect this transition be initiated by the Chancellor as soon as possible.

While supporting the Senate's recommendation, Chancellor Reese created a Semester Feasibility Study Committee to examine thoroughly the efficacy of changing from the quarter to a semester calendar. He asked Dr. C. W. Minkel, Vice Provost and Dean of the Graduate School, and Dr. Ralph Norman, Vice Provost, to co-chair the committee.

The major task of the committee was to study the changes required for a calendar conversion at UTK and identify the most serious problems, along with probable transitional costs. Other tasks were to confer with representatives from associated institutions of higher education in Tennessee concerning the implications of a semester calendar in our relationships with them. Recommendations were to be made concerning a semester transition, including samples of semester calendars, a sample timetable for the transition period, a proposed structure for committee or task force assignments

in appropriate areas, and a layout of general principles for transition using the experience of other universities that have changed calendars.

This report was drafted from the committee's recommendations following efforts to address each of these tasks. A roster of committee members is presented in Appendix A, as is the committee's timetable.

Summary of Committee Organization

The major areas of concern were divided into eight sections and given to subcommittees for identification of issues and recommendations for action if a semester calendar were to be adopted at UTK. In identifying issues, the subcommittees raised questions to be answered during interviews with other universities that had experienced a change in calendars previously. Teams from the committee visited Iowa State University, North Carolina State University, Pennsylvania State University and the University of Florida. All but North Carolina State University had changed to a semester calendar within the past five years. North Carolina State has operated on a semester calendar for about twenty years, but has excellent examples of programs that we are interested in accommodating during a transition.

Following the visits to other universities, reports were made to the full committee on answers to subcommittee questions. Subcommittees then worked for about a month on the development of recommendations related to implementation of a semester calendar at UTK. Those recommendations and the resulting discussion during general committee meetings are the basis for this report.

The recommendations are organized here in the following sections: (1) Information from Site Visits, (2) Recommended Semester Guidelines;

(3) Transition Guidelines; and (4) Financial Impact Analysis. Complete sub-committee reports are presented in Appendix B.

SEMESTER FEASIBILITY COMMITTEE
IT'S A MEMO FROM THE BIG GUY..... HE SAYS NOT TO QUESTION THE CHANGE TO SEMESTERS, JUST FIND A WAY TO DO IT!

Information from Site Visits

During visits to three other campuses that have experienced a calendar conversion, twelve delegates from the committee gleaned a number of general principles to be considered in making a successful conversion. A wide range of personnel at the institutions visited spoke from personal experience about methods that were crucial to a positive outcome, as well as those procedures that should have been handled differently. Surprisingly, since the impetus for calendar conversion at each school was different, the message was generally the same. The following list of principles was generated accordingly.

General Principles for Transition

1. Ensure that students are not harmed by the transition process. There would be a group of students that would start under the quarter system and must finish under a semester system. Some of these students would be in the middle of course sequences during the transition. By careful planning and advising, serious setbacks can be avoided for most students. To achieve appropriate planning, correct information about curricular changes is essential to advisors and students.

2. Establish procedures to address student appeals. Even with careful planning by the university and by the students, some arbitration would be necessary to provide for exceptional cases. The obvious beginning point is to provide the Deans of the several UTK colleges with necessary authority to deal with student curricular problems.

3. Allow adequate time to do the transition well. By providing enough time for each component of the transition to be considered fully, many problems

can be avoided. Changing curricula across the campus is a complex task and should be initiated at the department level for best results. Communication between departments is both essential and time consuming. Although sufficient time must be provided, too much time can produce problems of inertia in the process of curricular change. The ideal seems to be between two and three years.

4. Maintain a clear series of deadlines. Many tasks to be completed during the transition are dependent on the timing of other tasks. Curricular changes are especially sensitive to this issue if existing academic and administrative groups, which meet only periodically, are to be used.

5. Do not seek to solve all of the university's problems through a calendar change. Problems which are not clearly related to a change of calendars should be dealt with separately and as promptly as possible.

6. Keep other changes to a minimum during the transition period. Conversion to a semester system is complex in an organization as large as UTK. Probably no office or academic unit on campus would be unaffected by the change. Predicting the impact of other changes on an untried system becomes very difficult. For example, at Iowa State a new grading scheme was put into effect during the first semester. No one there can say what part the new calendar played in the subsequent drop of cumulative grade-point averages. Both the calendar and the new grading scheme were blamed by students as having had a negative effect. In another example from Iowa State, a conscious effort was made to ensure that only academic priorities were considered in determining the starting and stopping dates for the calendar. The calendar committee soon became frustrated and had to accept the impact of extracurricular activities on the Spring calendar.

7. Use existing structures for curricular and other changes. The structures presently in place are well-defined and experienced in performing their functions. Their outcomes and consequences are clear. By using existing structures, extra expenses, either real or opportunity costs, should be minimized. An important consideration, however, is that with existing structures most changes in curriculum would require from two to three years for implementation.

8. Ensure that faculty teaching loads are not increased by a semester transition. A 2:3 semester-to-quarter credit conversion ratio should be adopted and used as the appropriate mechanism for determining equivalency in teaching loads. The transition period would be an appropriate occasion to review teaching loads with an aim to establish some system of equity.

9. Provide an effective system of communication with students, faculty, staff and the public. Interviews at Iowa State revealed that extensive communication during the transition was essential to maintain a positive public image and to provide needed information. Despite the best efforts at Florida the local business community was caught by surprise with the transition and reacted negatively to that change.

10. Use the semester transition for academic improvement, not for financial gains. The three schools visited that have undergone a semester transition reported generally having experienced no great differences in costs or savings. Some transition expenses were incurred as one-time costs, such as the reprinting of many standard forms.

Recommended Semester Guidelines

The subcommittees developed guidelines for use with a semester calendar. Matters such as length of semester and summer school format were debated. This report recommends one option to address these important issues, although other options were studied by the committee (Appendix B: Subcommittee Reports).

Curriculum Guides

A ratio of 2:3 credits exists currently between semester and quarter-credit courses. The total number of semester hours should not normally exceed 2/3 the number of quarter hours represented by their listings in the current General and Graduate Catalogs. Following this guideline, total departmental offerings will be reduced. The number of hours required for graduation should not exceed 2/3 of the current number. The present balance between general education, major concentrations, and electives in each curriculum normally should be maintained, as well as the pattern of distribution of general education throughout the four years. Modifications of curricular requirements for accredited programs may not be permitted by some accreditation groups. In these circumstances, it should be recognized that deans may not constitute the final authority, and may be limited in their ability to arbitrate such cases.

The standard unit of credit in semester courses should be three hours. There undoubtedly would be departures from this guideline, as there are in the existing quarter-system curricula, but the burden of justification should be placed on the requesting unit. In terms of changes in the internal design of course material, a course changing

from 3 quarter hours (2 semester hours) to the recommended 3 semester hours, would require a substantial addition of content.

Semester Calendar

Fall and Spring Calendar. A 15-week semester with 50-minute Monday-Wednesday-Friday class periods is recommended as a model, with final recommendation to be made by the Calenda Committee. Tuesday-Thursday class periods would be 75 minutes each. Five days of final exams are recommended with each exam period a two-hour or a three-hour block. One study day prior to exams is also proposed.

A recommendation is made that classes for the semester begin on a Monday. Vacation days for the Fall semester should be Labor Day (Monday), Fall Recess (Monday and Tuesday of the eighth week) and Thanksgiving (Thursday and Friday). For the Spring semester, recommended vacation days are Good Friday, and Spring Break (one full week) to be held the week after ten full weeks of instruction, so that five full weeks of instruction will remain prior to final exams.

Summer-School Calendar. The calendar for summer school should be developed so that (1) a student can complete a full semester's work, (2) faculty can teach and have time to conduct research and/or plan vacation, and (3) primary/secondary school teachers and incoming freshmen can attend. Therefore, a summer school consisting of three sessions of uneven length is recommended: (1) a 13-week session beginning in May with 55-minute class periods, (2) a 5-week May-June session with daily 100-minute classes in which two courses are a normal load, and (3) an 8-week June-August session with 60-minute daily classes in which three courses are a normal

load. By providing this kind of schedule, students seeking to enroll for 12 months per year could do so; co-op students would not be handicapped by completing a full semester's work; school teachers and freshmen could take the second session; and faculty could teach either first or second term.

At least one week of instruction must be provided for each credit hour per course in summer school. A one-hour credit course should include, as a minimum, 700 minutes.

Uniformity of Calendar. It is highly desirable and recommended that all units at UTK have the same calendar parameters, the same starting and stopping dates, and the same vacation dates. It is recognized, however, that minor variations, particularly in the summer calendar, might have to be permitted to accommodate the needs of individual units.

Student Affairs

Space Utilization. Special attention must be given to the demand for classrooms. Every attempt must be made to achieve evenly distributed classes throughout the 10-period day and throughout the 5-day week. Departments should use 30 to 35 hours per week to schedule their classes. If this does not occur, there will be a serious shortage of classrooms, as well as difficulty to students in taking required courses in an orderly sequence. It should be noted that deviations from the 3-credit format, e.g., 1, 2, 4 credit with corresponding class-time alterations, would increase the problems of space.

Availability of Courses. The choice of courses for students would be limited because of only two major periods of enrollment per year as

opposed to three. An adequate number of first semester or prerequisite courses should be offered during the second semester as well as during summer school. This would accommodate students who are out of sequence, who transfer, who are engaged in co-op programs, who re-enter, or who fail courses. Preference should be given to students needing particular courses in order to progress in their major.

Adjustments to Advising System. Under the semester system there are fewer times to recover from mistakes, and greater loss of time and effort when a student drops a course. Therefore, a sound advising system becomes even more critical to the university. The following actions are recommended:

1. Advising should be required each semester and the span of time during which advising is available to students should be extended. Specific transition advising must begin as early as possible, especially for students nearing degree completion.

2. Because mistakes in advising would be more costly, it is imperative that all faculty be better prepared to give accurate information and good advice.

3. Special efforts must be made to encourage students with problems to see the advisor or instructor as early as possible in the semester.

4. A Senior Standing Sheet should be issued automatically during the second semester of the junior year, with copies to both the student and the advisor.

5. Preferably transfer evaluations should be made available to all transfer students prior to their first registration, but certainly not later than early in the entering semester, to assist both the student and the advisor.

6. Two particular objectives should be stressed in advising transition students: a) Students should be assisted in knowing how best to satisfy the essential requirements of the curriculum under which they first declared so as not to require an extended time for completion, and b) the intent of that curriculum should not be abrogated in the process.

Student Fee Payment. The university should develop and/or expand its financial assistance program to accommodate the additional front-end

costs for tuition and fees. Some suggestions include an expanded deferred payment plan, short-term low interest rate loans, and an advance payment plan (currently in operation). Financial assistance options should be published well in advance of the transition, and should be widely publicized through a variety of media.

Short-term low interest rate loans would provide the needed assistance to cover expanded student fees, while avoiding some expenses to the university of deferred payment plans. If this option were implemented, the university would need to set aside a fund for lending purposes before the semester system became effective. Iowa State has a similar fund of $5-6 million available at an interest rate of 1 percent per month to students in need.

Special Programs

Division of Continuing Education. The general procedures of registration, drop/add, grade reports, and the like are the same for evening and off-campus classes as for regular university classes. Comparable flexibility to that which now exists should be maintained so that part-time or older students, both on and off campus, would continue to have access to courses and degree programs of UTK. Part-time and adult students tend to drop-in/drop-out more than younger, full-time students. Many evening students do not attend all three quarters of the academic year; many will attend only one semester.

Conferences and non-credit classes do not program to the academic-year time schedule. Little effect is anticipated in programming or enrollment in either as a result of a semester calendar. Some impact might be experienced on conferences planned during the summer, since campus

facilities such as dorms and food services are used during slack times.

Co-op Programs. A three-term schedule would be recommended for adoption at UTK, in which there would be three work periods per year, the summer work period being somewhat shorter than the other two. Students would work every other work period until their co-op experiences are completed. This arrangement allows the student to be on campus one Fall and off the next Fall. Also, a student would be on campus every other summer, allowing some flexibility in the event that course offerings are not strong in scope or depth during the summer school.

Student Teaching. The College of Education has announced plans to require its student teachers to be located in schools for a period longer than a quarter, even if a semester system is not adopted at UTK.

Auxiliary Services and Programs. The following programs would experience some changes related to a calendar transition:

1. Food Services - No major impact is anticipated.

2. Women's Intercollegiate Athletics - The proposed changeover would enable Fall sports to begin competition earlier and Spring sport athletes would complete exams prior to the usual national competitions.

3. International Student Affairs - The present program includes many repetitive transactions, reports and exercises. It is anticipated that the proposed calendar changeover would curtail many of these repetitive tasks, thus allowing for more creative program planning and one-on-one time with students.

4. Orientation - At present, the orientation program coincides with the first session of summer school. This arrangement is seen as a plus, since the meshing of calendars provides for schedule processing deadlines to be met for pre-registration. Further, the present system provides an opportunity for student orientation assistants to attend the second session of summer school. Careful coordination must be maintained with the Orientation Office, if a major alteration of the summer calendar is implemented.

5. Residence Halls - It is imperative that the Department of Residence Halls have sufficient time between semesters to close and clean the halls.

6. Book and Supply Store - A positive financial impact is anticipated due to decreased labor costs during registration periods.

7. Career Planning and Placement - A strong positive impact is projected. Campus recruitment begins in early to mid-October regardless of a school's starting date. Semester system schools that open in August get a significant head start in registering their students for Placement activity, preparing student files, publicizing October recruitment activity, and scheduling early interviews. Further, the early-end Spring semester gives students a competitive edge in seeking traditional summer employment.

8. Rental Properties - Sufficient time between semesters must be maintained so that proper maintenance and cleaning schedules can be enacted.

9. Student Health Services - A change in patient load is anticipated since the addition of two weeks in December, a period usually characterized by substantial respiratory and related problems, may outweigh the reductions for the month of May, a lighter patient period. This addition could also be balanced out by a reduction in patients, due to a longer break, in January.

10. Student Counseling Center - A positive effect upon client operations is projected as the present calendar is restrictive in group workshop programming.

11. Student Activities - No major disruption of traditional programming is projected, with the possible exception of spring sports offered for intramural competition. New and additional space for recreational use may offset this potential problem. The need to sell and then refund football tickets would be eliminated, and a longer indoor recreation season would present opportunities for creative programming.

Transition Guidelines

Just as the committee recommended guidelines for the determination of a semester calendar, it also created guidelines for the transition process. Many of the general principles for transition cited earlier apply directly to the recommendations of the committee. Procedures for student appeal, dissemination of information, and use of existing structures for curriculum revision are among the areas in which recommendations were made.

Guidelines Protecting Students

During the transition period, great flexibility should prevail in interpreting course and hour equivalencies, as well as graduation requirements for students. A policy statement must be developed early in the transition for use by colleges and departments in handling individual cases. The statement should endorse reasonable petitions for waivers and substitutions. An appeal board beyond the deans should be established for the period of transition.

A special summer quarter should be offered immediately prior to inauguration of a semester system. A wide variety of courses should be offered to allow students to fulfill incomplete sequences and requirements. It should be noted that this particular summer session will be short, beginning in mid-June after the last Spring Quarter and ending in early August before the first Fall Semester. The tentative course offerings of the special summer quarter should be known by registration for the prior Fall Quarter so that students caught in the transition may plan

their last year on the quarter system in light of the summer offerings.

This early planning should be extended into preparation for the first semesters. The timetables for the beginning two semesters should be available to advisors and students during the last Winter Quarter to permit planning and integration with final quarter course decisions. Individualized curriculum plan sheets would be completed at this time by the student and advisor. These plan sheets would be recognized as non-binding work sheets.

From student contact, the subcommittee studying the impact of transition on the Student Affairs Division learned that some students feel there will be high initial costs involved in the conversion. There was concern expressed to the effect that student fees should not be used to subsidize these costs. In the conversion of student fee charges from quarter hours to semester hours, care should be taken so that students are fully aware of the cost schedule.

Dissemination of Information

Other universities that have experienced a calendar conversion emphasized the importance of informing students, faculty, staff and the public at each stage. The committee recommends that, at least one year prior to implementation of a semester calendar, curricular requirements and course conversions for all programs be determined. This information should be disseminated by workshops and carefully prepared handbooks to all faculty and appropriate staff. These should include faculty advising manuals and first-year student handbooks for each college.

A student "guide to transition" handbook should be prepared for each college in a question-answer format with appropriate index. This handbook should include a section which addresses the special concerns of re-entry students and be distributed to students at least one year prior to implementation.

Appropriate staff must be involved from the very beginning of the planning stage, not just in the administration of end results. Transfer evaluators, those who prepare Senior Standing Sheets, and others can contribute invaluable knowledge and experience.

Frequent contact with feeder colleges and high schools should be made as soon as curriculum planning has been completed. Articulation documents with each of the community colleges should be developed similar to the existing ones. The Office of the Provost is already in communication with five feeder colleges concerning the possiblilty of a calendar change and changing admission requirements at UTK.

Curriculum Transition Guidelines

Academic policies, procedures, rules and regulations should be reviewed well in advance and subsequent changes included in the handbooks for students. These changes also should be discussed at workshops for advisors. This review would include such things as the drop-add deadlines, repeat policies, late drops, and many others. Each college dean should designate and train a "transition advising counselor or counselors" to aid faculty advisors with problems attendant to the mechanics of the transition. These appointments should take into account the current workload of the designated counselor.

Quarter-semester hour equivalency tables should be prepared by each department for all courses to appear in the General and Graduate Catalogs during the transition period.

Determination of Faculty Workload

Since the ratio of semester hours to quarter hours is 2:3, equivalency in teaching loads is by employment of the same ratio. Some examples of how this ratio should be applied are:

1. A teacher who teaches 12 hours per quarter for each of 3 quarters would teach 12 hours per semester for each of 2 semesters.

2. A teacher who teaches 9 hours in each of 2 quarters and 6 hours one quarter (total: 24 hours) would teach 9 one semester and 7 the next (total: 16 hours) or a similar combination.

3. A part-time teacher who teaches 9 quarter hours spread over 1, 2, or 3 quarters would teach 6 semester hours spread over 1 or 2 semesters.

4. A part-time teacher whose load is not subject to converison by the 2:3 ratio would be assigned slightly more or slightly less teaching, depending on the needs of the college and the department involved and subject to course revisions resulting from the transition to semesters.

Switching to a semester calendar could create problems for faculty members in the College of Agriculture who have major off-campus research commitments. A quarter calendar permits somewhat greater flexibility in the scheduling of teaching and research activities by joint faculty. Officials at North Carolina State University, which is considered to be a high-quality land-grant institution, did not indicate this to be a problem on that campus with a semester calendar. The deans of the College of Agriculture and the Agricultural Experiment Station would need to work cooperatively with department heads in an effort to minimize this potential problem for joint faculty.

Coordination of Transition

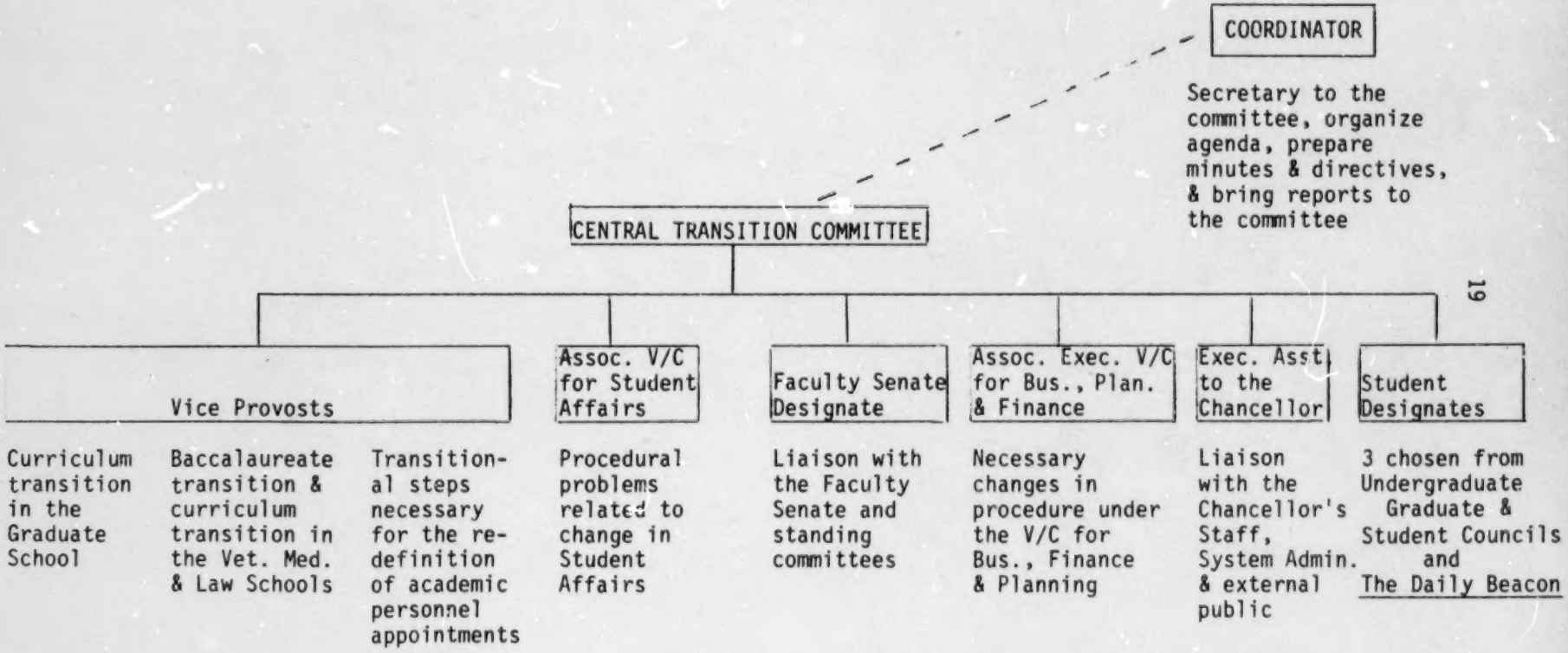
Structures currently exist which provide for change within the university. A calendar conversion requires change in areas of curriculum, admissions and records, and auxiliary programs and services. The officials currently responsible for those areas are accustomed to working with the existing structures. Therefore, the proposed model for semester transition relies on structures and personnel in place at this time. Exceptions to this policy are two committees designed for coordination.

Central Transition Committee. An overall steering committee is recommended for coordinating tasks essential to the transition. The recommended group, called the Central Transition Committee, would consist of the Vice Provosts, the Associate Vice Chancellor for Student Affairs, the Associate Executive Vice Chancellor for Business, Planning and Finance, a faculty designate of the Faculty Senate, the Executive Assistant to the Chancellor, and three student delegates from the Undergraduate and Graduate Student Councils and The Daily Beacon. A full-time staff person, the Coordinator for Semester Transition, would serve as secretary to the committee and organize the committee's agenda, prepare its minutes and directives, and bring regular reports to the committee. The responsibilities for each member of this committee are outlined in Figure 1: Proposed Organizational Chart for Semester Transition.

Curriculum Steering Committee. This group would work as an ad hoc committee of the Graduate and Undergraduate Councils. It would be composed of the persons from each college who chair the curriculum committee or otherwise have primary responsibility for college curricular matters. Representatives from the three Divisional Committees in the College of Liberal Arts should also be on this committee.

FIGURE 1

PROPOSED ORGANIZATIONAL CHART FOR SEMESTER TRANSITION


COORDINATOR
Secretary to the committee, organize agenda, prepare minutes & directives, & bring reports to the committee
CENTRAL TRANSITION COMMITTEE
Vice Provosts
Curriculum transition in the Graduate School
Baccalaureate transition & curriculum transition in the Vet. Med. & Law Schools
Transitional steps necessary for the redefinition of academic personnel appointments
Assoc. V/C for Student Affairs
Procedural problems related to change in Student Affairs
Faculty Senate Designate
Liaison with the Faculty Senate and standing committees
Assoc. Exec. V/C for Bus., Plan. & Finance
Necessary changes in procedure under the V/C for Bus., Finance & Planning
Exec. Asst to the Chancellor
Liaison with the Chancellor's Staff, System Admin. & external public
Student Designates
3 chosen from Undergraduate Graduate & Student Councils and The Daily Beacon

May, 1984

The Curriculum Steering Committee would be charged with the following responsibilities:

1. To define for Council approval a set of broad policies for program review and course design.

2. To work with the colleges and departments in the application of these policies and guidelines in their review of courses and programs.

3. To establish a schedule for the revision of all curricula, from origin in the departmental programs through approval by the appropriate Council.

4. To serve as a screening committee for review of curricular materials that are submitted to the Councils, assuring that the policies and guidelines have been met.

As stated earlier, the existing procedures in the departments and colleges, as well as at the campus-wide level, are well tested and should suffice for the transition. Through the work of the Curriculum Steering Committee, the Councils must establish broad policies, guidelines and a timetable with clear deadlines very early. These conditions and deadlines must be followed by all units on the campus.

Schedule for Transition

A transition to the semester calendar should be done in a 3-year period. The first year would be spent mainly on curriculum changes within the departments; the second year would consist of channeling curricula through the existing structures in the colleges and the Graduate and Undergraduate Councils; the third year would be spent in planning, informing and advising the students and faculty.

Questions were raised involving the student information system proposed by Analytical and Data Services. If a semester calendar is adopted at UTK and is implemented in three years, the first semester

suggested would be Fall, 1987. Officials from Business, Planning and Finance reported that they cannot guarantee that the information system will be operational before Fall, 1987 and that it would be impossible to implement both simultaneously. The committee voted to recommend that the UTK plan be considered for implementation in Fall, 1987.

1. Semester Curriculum Schedule. The following deadlines are recommended for the development of new curricula:

a. Guidelines for curriculum transition developed by Central Transition Committee and Curriculum Steering Committee and distributed to colleges and departments: July 1984

b. Request for 3-level curriculum revision to departments through colleges: September 1984

c. Departments with broadly required courses submit new titles and numbers for these: December 1984

d. Tentative new broadly required courses distributed to each department for curriculum planning: January 1985

e. Departmental faculties review existing curricula and prepare departmental sections of proposed Semester Curriculum: September 1984 - June 1985

f. Graduate and Undergraduate Council special sessions with each college regarding general requirements of the colleges: December 1984 - February 1985

g. Departments present new curricula to college committees: June 1985

h. College deans present new college curricula to Councils: September 1985

i. Special Council sessions for review and analysis of proposed curricula: September-December 1985

j. Senate meets to review Council recommendations: January 1986

k. Preparation of Referenced Guide to the New Semester Curriculum: February-May 1986

l. Referenced Guide to New Semester Curriculum ready for general distribution: May 1986

m. New Graduate and General Catalogs in preparation: June-October 1986

n. New Catalogs available: Spring 1987

2. Student Credit Conversion Guidelines Schedule. The following tasks are recommended for these deadlines:

a. Initial guidelines in Semester Feasibility Report reviewed by Provost, Associate Vice Chancellor for Student Affairs and Academic Deans: July 1984

b. Guidelines distributed to deans and department heads, graduation clerks, advisors, ombudsman, student Councils, and others for reaction and comment: September 1984

c. Reactions to initial guidelines due at office of Associate Vice Chancellor for Student Affairs: November 1984

d. Revised guidelines reviewed by Provost and Deans: December 1984 - January 1985

e. Publication and distribution of Basic Guidelines for Credit Conversion to all: February 1985

f. Advisors begin planning of senior-year curricula with freshmen: March-June 1985

g. Conversion Appeals Board (Dean of Admissions and Records, Senate President, Vice Provost) established and ready to function: June 1986

3. Schedule for Revision of Financial Documents and Student Affairs Division Contracts and Documents. Four tasks for both of these areas are to be completed by the end of 1985:

a. Initial survey of documents and procedures that would require revision: July-December 1984

b. Review of survey by Chancellor's Staff: January-March 1985

c. Guidelines and directives for documents and procedure conversion from Associate Executive Vice Chancellor for Business, Planning and Finance and from Associate Vice Chancellor for Student Affairs: April 1986

d. Revisions of documents, contracts, and procedures due for completion: November 1985

4. Articulation Tables Schedule. A semester Articulation Review Committee would be chaired by one of the Vice Provosts and be responsible for the completion of articulation tables with the community colleges. The following schedule would be followed:

   a. Basic charge to Semester Articulation Review Committee: July 1985

   b. Initial contacts of committee with community colleges: August 1985

   c. Working conferences with each community college: September 1985 - March 1986

   d. Completion of Committee Report, submission of new Articulation Proposals to Transition Committee: April 1986

5. Publicity Schedule. Public announcement of the full transition would come from the Chancellor's office, possibly in Summer, 1984. That office would report monthly progress to the campus community beginning Fall, 1984. The appropriate forum for such reports should be Context.

6. Academic Personnel Appointment Schedule. The following schedule is suggested:

   a. Initial survey of documents and procedures which would need revision: July-December 1984

   b. Review of survey by Chancellor's Staff: January-March 1985

   c. Guidelines and directives for document and procedure conversion from Associate Executive Vice Chancellor for Business, Planning and Finance: April 1985

   d. Revisions of documents, contracts and procedures due for completion: November 1985

Financial Impact Analysis

The experience of other universities and review of available literature on the topic suggest that operation on a semester, rather than quarter, system would have little significant financial impact, but may require shifts in resource allocation. Officials at Iowa State, Penn State, and Florida emphasize that their transitions were not derived from, nor did they originate in, a financial analysis. These universities made little attempt, before or after, to identify and measure costs.

Both potential costs and potential savings have been identified at UTK. Direct savings might result from fewer registration periods, examination periods and commencements, since temporary help requirements, printing costs and overtime payments would be decreased. There may be, however, an increase in utilities costs required to operate institution faciliities (especially housing units) during high-cost cooling and heating periods. This might involve a comparison of cooling costs from late August to cooling costs in late May and early June. The average high and low temperatures for the late May-early June period in Knoxville are 78.6 and 55.3 compared to 88.7 and 67.9 in degrees Fahrenheit, the average high and low temperatures of late August-early September. Departments employing part-time faculty during the Fall Quarter will pay more for the services of such persons on a semester basis, and this increased payment might not be offset, in every case, by nonemployment of part-time faculty in a third segment of the calendar since employment is highest in the Fall.

It is likely, according to our best information, that more students would be retained during the entire school year. This could be an important

factor influencing the collection of student fees. Conversations with officials from Miami University of Ohio and Iowa State University revealed an increase in enrollment during the second semester over comparable quarters following a calendar change. More students would be enrolled for the total academic year as compared to the enrollment in a quarter system. This greater enrollment might result in more income for the university. Earlier payment of fees for Fall semester (3 weeks earlier) would mean that the university would realize some interest on those collections. Such savings might be used to help students through the short-term low interest loan program.

In 1979, in response to a request from an external agency, UTK conducted a study of possible costs and savings related to a calendar change. One-time changeover costs of $326,000 and on-going yearly savings of about $55,000 were projected. On this basis we might estimate modest savings within a decade. This study did not assess human resource savings, i.e., time made available from repetitive tasks for more productive or badly needed work. It is reasonable to project lessened workloads in some heavily calendar dependent offices, such as registration services, Undergraduate Admissions and Graduate Admissions. With proper planning, staff in these offices might be freed to channel their resources toward tasks of higher priority. Faculty members, whose work is also heavily dependent upon the calendar, should experience some saving of time in preparing fewer syllabi, writing fewer examinations, grading fewer papers. etc. Lost faculty productivity during the curricular conversion is difficult to assess since the revisions suggested would occur through existing committees and academic groups.

To plan appropriately for required resource allocations, the cost of changeover and ongoing costs or savings to units can be assessed more accurately and in greater detail during the annual budget hearings immediately preceding the inauguration of a new calendar, with reallocations based on results of information provided during that process.

Changeover costs are directly related to timing: the shorter the changeover time, the higher the changeover costs. The 1979 changeover cost estimate reflected largely the need to reorient, notify, reorganize, and to redesign computer systems. We believe that the recommended timetable for transition is flexible and uses existing structures such that our changeover costs would be kept to a minimum.

Financial savings do not in themselves provide a compelling case for a calendar change. Increased efficiency and effectiveness of administrative processes appear to be a potential long-term result of such changes, although perceived pedagogical considerations are paramount.

APPENDIX A:

Roster of Committee Members

Committee Timetable

UTK SEMESTER FEASIBILITY STUDY COMMITTEE MEMBER ROSTER

SUBCOMMITTEE ASSIGNMENTS

1. Faculty Workloads: Problems and Opportunities

   Chair: J. B. Trahern, Liberal Arts
   L. R. Graf, Liberal Arts
   O. G. Hall, Agriculture
   C. O. Jackson, Liberal Arts
   J. H. Stauss, Home Economics

2. Impact on Student Affairs Division: Admissions and Records, Student Activities, Housing, and Food Services

   Chair: G. Bowker, Admissions and Records
   E. Robinson, Graduate Student Council
   P. A. Scheurer, Assoc. VC for Student Affairs
   W. K. Stair, Engineering

3. Impact on Chronic Student Problems and Issues (Registration, Advising, Final Exams, Drop and Add Policies, etc.)

   Chair: L. R. Graf, Liberal Arts
   W. D. Barton, Continuing Education
   B. B. Creekmore, Assoc. Exec. VC for Business, Plan., and Fin.
   R. W. Dimmick, Agriculture
   J. B. Lawing, Student Representative
   B. H. Wickersham, Office of the Ombudsman

4. Financial Impact

   Chair: B. B. Creekmore, Assoc. Exec. VC for Business, Plan., & Fin.
   W. D. Barton, Continuing Educ.
   C. W. Minkel, Vice Provost and Dean of the Graduate School
   C. W. Neel, Business Administration
   P. A. Scheurer, Assoc. VC for Student Affairs

5. Impact on Curricular Planning, Review, and Change

   Chair: W. L. Humphreys, Learning Res. Ctr.
   J. S. Bradley, Liberal Arts
   C. O. Jackson, Liberal Arts
   M. S. Moffett, Architecture
   R. Padawer, Undergrad. Aca. Council

6. Impact on Field Experience Education (Internships, Co-op, Student Teaching, etc.)

   Chair: R. J. Rowlett, Liberal Arts
   W. K. Stair, Engineering
   R. Wisniewski, Education

SUBCOMMITTEE ASSIGNMENTS - 2

7. Relation to Other Tennessee Campuses; Liaison with Board, etc.

   Chair: C. W. Minkel, Vice Provost and Dean of the Graduate School
   B. B. Creekmore, Assoc. Exec. VC for Business, Plan., & Fin.
   C. W. Neel, Business Administration
   R. V. Norman, Vice Provost

8. Principles and Procedures for Transition; Equivalency Problems, Timetable, etc.

   Chair: R. V. Norman, Vice Provost
   G. Bowker, Admissions and Records
   O. G. Hall, Agriculture
   J. A. Sebert, Law
   R. Wisniewski, Education

COMMITTEE TIMETABLE

The first meeting of the committee was held on 19 January 1984. Monthly meetings were held until 26 April when subcommittee reports were presented. These reports were lengthy and necessitated weekly meetings during May. The final report was drafted from the subcommittee reports. A committee timetable follows:

January 19	First meeting
January 19-February 2	Subcommittee meeting to formulate questions directed to sample universities
February 2	Committee meeting to review and agree on topics for review with sample universities
February 2-March 6	Contact with sample universities; subcommittee work on internal analysis
February 29-March 2	Visits to Pennsylvania State University, Iowa State University, the University of Florida, and North Carolina State University
March 6	Committee meeting to review experience of sample universities
April 26, May 3, May 10, May 17	Committee meeting to review final subcommittee reports
May 25	Committee meeting to review and confirm final report

APPENDIX B:

Subcommittee Reports

REPORT OF THE SUBCOMMITTEE ON TEACHING LOADS

I. The issue of equivalency in teaching loads on quarters and semesters.

The committee views this issue as the major one which it has been charged to investigate. With a few specific exceptions described below, it is perhaps the easiest to deal with. Since the ratio of semester hours to quarter hours is 2:3 (a degree program which requires 180 quarter hours will require 120 semester hours; a student who took 15 hours per academic term would complete either program in exactly four years--8 semesters or 12 quarters), equivalency in teaching load can be obtained by employment of the same ratio.

EXAMPLE 1: A teacher who teaches 12 hours per quarter for each of 3 quarters would teach 12 hours per semester for each of 2 semesters. 36 quarter hours equal 24 semester hours.

EXAMPLE 2: A teacher who teaches 9 hours in each of two quarters and 6 hours one quarter (total 24 hours) would teach 9 one semester and 7 the next (total 16) or a similar combination.

EXAMPLE 3: A part-time teacher who teaches 9 quarter hours spread over one, two, or three quarters would teach 6 semester hours spread over 1 or 2 semesters.

EXAMPLE 4: A part-time teacher whose load is not subject to conversion by the 2:3 ratio would be assigned slightly more or slightly less teaching, depending on the needs of the college and the department involved and subject to course revisions resulting from the transition to semesters.

PROBLEM: Switching to a semester calendar is expected to create problems for some faculty members in the College of Agriculture who have major off-campus research commitments for the Agricultural Experiment Station. A quarter calendar permits somewhat more flexibility in scheduling teaching and research activities of joint faculty. Officials at North Carolina State University, which is considered to be a high quality land-grant institution, did not indicate this to be a problem on that campus. However, North Carolina State has a much larger faculty than does UT's College of Agriculture. The deans of the College of Agriculture and Agricultural Experiment Station will need to work cooperatively with department heads in efforts to minimize this problem for joint faculty.

II. Observations and recommendations.

1. The 2:3 ratio should be accepted as the appropriate mechanism for determining equivalency in teaching load for the conversion from quarters to semesters. We recommend that the administration take particular care to assure that the sum total of the alterations from the 2:3 ratio does not produce a higher teaching load than would the systematic application of the 2:3 ratio across the board. We note, however, from published literature and from the committee's site visits, that some units (including the Arts and Science College at the University of Florida, from whose site visit we quote) "took the occasion of the shift to semesters to reduce teaching loads from what they had been on quarters." Because teaching loads in many academic units at UTK are demonstably higher than those in similar units in institutions of comparable quality and mission, the administration should make every effort to use the transition to lower the load when a clear case for doing so can be made.

2. At UTK, teaching loads vary from college to college and sometimes within colleges. Sometimes this variation is just and academically defensible. Many faculty feel, however, that this is not always the case. Some believe that there are campus units with high national standing and rigorous research requirements which are burdened with higher teaching loads than obtain in less demanding and less distinguished units. Our committee does not believe that the campus can utilize the transition from quarters to semesters to cure all of our ills. We do believe, however, that the transition offers a splendid opportunity for the review of teaching loads in the hope of reducing inequities. We recommend, therefore, that the administration investigate during the transition period all responsible suggestions for more equitable distribution of teaching loads throughout the campus and resist vigorously all attempts to lock in the present loads through a too rigorous application of the 2:3 ratio.

3. We see no universally applicable method for compensating the faculty for the extensive amount of time which will be expended revising courses and curricula for the transition, although we believe that compensation will come in time as the result of fewer registrations, examination periods, and the like. We do, however, recommend that campus, college, and departmental administrators make every effort to provide some released time for individuals heavily involved in the direction or coordination of the transition efforts at various levels.

4. We see no serious problems in the continuing of quarter banking as semester banking, though we hope that any potential problems in that area will be considered in the construction of the summer semester calendar.

5. We recommend that the faculty be kept fully informed on implications for teaching load as the transitional policies and procedures are worked out.

Respectfully submitted,

LeRoy Graf
Glen Hall
Charles Jackson
Jay Stauss
Joseph Trahern

May 3, 1984

REPORT AND RECOMMENDATIONS
FROM THE SUBCOMMITTEE ON STUDENT AFFAIRS

Background:

All department heads in the Division of Student Affairs were involved in the semester impact study in an effort to determine program and fiscal impacts on specific units and the Division as a whole. Personnel were required to phrase questions as a part of the institutions survey document. Specific projections regarding finance, delivery of services, and the impact of the proposed change on student life in general were also received. Department heads were encouraged to contact their counterparts at institutions which had recently undergone a calendar change. This effort produced relatively few main issues to be explored and/or refined during the transition process. A summary of responses by unit follows:

Admissions and Records

1. Space Utilization

Special attention must be given to the demands for classrooms. Every attempt must be made to evenly distribute classes throughout the ten day period and throughout the five day week. Departments should use thirty to thirty five hours per week to schedule their classes. If this does not occur, there will be a serious shortage of classrooms as well as presenting difficulty for students to take required courses in an orderly sequence.

2. Academic Standards

One of the major advantages of the semester system will be that new first-time freshmen will be given the opportunity to complete a full academic year before they are suspended. It will also give them the summer period to improve their academic status. Under the current system, new freshmen are suspended in March with very little warning and it becomes a traumatic experience for these individuals.

3. Uniformity of Calendar

As the transition is made from a quarter to a semester system and specific calendars are set up, it is highly desirable and recommended that all units at UTK have the same calendar parameters, the starting and ending dates be the same, and vacation dates be the same. Any effort to have intercollegiate programs, cross listed courses, cooperative faculty exchanges, team teaching or other activities would be seriously hampered by having collegiate units with different parameters for their semester calendar.

4. Satisfactory Progress Standards

Progress standards required for the administration of the Financial Aids program must be rewritten. No major change in the processing of aid packaging is anticipated but new computer programs will be written to accomodate a program of two semesters.

5. Definitions

Careful attention must be paid to developing definitions of terms (full time, part time, etc.) during the transition period.

6. Course Equivalencies

To avoid serious record-keeping dilemmas, communication between colleges and the Office of the Registrar must be enhanced as courses are converted. It would be helpful if each department would indicate if each course is a new course or list the equivalent course or courses it replaces.

7. Community College Relationships

New articulation agreements must be written.

8. Technology and Personnel

It is anticipated that the technology contemplated to support the transition and ongoing admissions and records functions will be sufficient. A major revision of forms will be mandated by the change. Significant numbers of new personnel to staff contemplated operations will not be necessary.

Food Services

Financial Impact

As long as the total number of class days in the revised calendar approximates the total number of days we now have no deleterious result is anticipated.

Program Impact

None anticipated

Womens Intercollegiate Athletics

Financial Impact

None anticipated

Program Impact

The proposed changeover would enable fall sports to start competition earlier and spring sport athletes would complete exams prior to the usual national competitions.

International Student Affairs

Financial Impact

None anticipated

Program Impact

The present program includes many repetitive transactions, reports, and exercises. It is anticipated that the proposed calendar changeover would curtail many of these repetitive tasks thus allowing for more creative program planning and one-on-one time with students.

Orientation

Financial Impact

None anticipated

Program Impact

Presently, the orientation program coincides with the first session of summer school. This arrangement is seen as a plus as the meshing of calendars provides for schedule processing deadlines to be met for pre-registration. Further, the present system provides an opportunity for student orientation assistants to attend the second session of summer school. Careful coordination must be maintained with the Orientation Office if a major alteration of the summer calendar is realized.

Residence Halls

Financial Impact

A positive financial impact is anticipated as costs would be proportionally reduced by only using two contract periods rather than three.

Delivery of Services

It is imperative that the Department of Residence Halls have sufficient time between semesters to close and clean the halls.

Summer Schedule

The summer schedule should be developed with the need for a viable and expanded summer conference schedule in mind.

Book and Supply Store

Financial Impact

A generally positive financial impact is anticipated as the prepared calendar provides for a longer buying period during the opening of each semester. Further, two rather than three rush periods impacts favorably on labor costs.

Program Impact

None anticipated.

Career Planning and Placement

Financial Impact

None Anticipated.

Program Impact

A strong positive impact is projected. Campus recruiting begins in early to mid-October regardless of a school's starting date. In Placement circles it is felt that semester system schools that open in August get a significant head start in registering their students for Placement activity, preparing student files, publicizing October recruiting activity, and scheduling early interviews. Further the early-end spring semester gives students a competitive edge in seeking traditional summer employment.

Rental Properties

Financial Impact

A positive financial impact is anticipated as apartment turnover from four times to three times yearly would result in savings of personnel time and materials.

Delivery of Services

Sufficient time between semesters must be maintained so that proper maintenance and cleaning schedules could be enacted.

Program Impact

None anticipated.

Student Conduct

Financial Impacts

None anticipated

Comformity of Calendar

Given the dependence of this unit on students enrolled in the College of Law it is hoped that the proposed calendar would result in all units maintaining the same calendar parameters.

Student Health Services

Financial Impact

No significant financial impact is anticipated.

Program Impact

A small increase in patient load is anticipated since the addition of two weeks in December, a period usually characterized by substantial respiratory and related problems, would outweigh the reductions for the month of May, a lighter patient period.

Student Counseling Center

Financial Impact

None Antipated.

Program Impact

A positive effect upon client operations is projected as the present calendar is overly restrictive in group workshop programming. Further, less disruption with client scheduling is anticipated.

Student Activities

Financial Impact

The proposed calendar revision would necessitate a change in the present I.D. card system to reflect semesters for validation purposes. It is noted, however, that a new Student Identificaoin system will probably be introduced anyway during the transition period. Current technology and age and condition of the present system necessitates this change. Activities cards would have to be re-designed to accomodate additional activities during a semester system.

Program Impact

No major disruption of traditional programming is projected with the possible exception of spring sports offered for intramural competition. New and additional space for recreational use may offset this possible problem. The need to sell and refund football tickets would be eliminated, and a longer indoor recreation season would present opportunities for creative programming.

As programs and facilities in this area are heavily student staffed the proposed calendar change would provide for fewer disruptions in scheduling as class schedules would not change as often.

The following are some concerns expressed by students with regard to changing from a quarter to a Semester system:

1. A major concern is related to the conversion of quarter hours to semester hours. Every effort should be made to insure that students will not lose credits in the transition. Special consideration should be given to students who have only completed one or two quarters of a three quarter sequence course. Either the dean's office or a college committee should be established to handle appeals of students in those situations where there is a potential for a student to be required to take additional hours or that would possibly lose credit hours in the conversion.

2. Engineering students particularly feel that special consideration must be given to the co-op programs and provisions made so that this program will not be affected by the conversion.

3. The students are aware that there will be a initial cost involved in the conversion and they are concerned that the student fees not be used to subsidize the cost. In the conversion of charges in student fees from quarter hours to semester hours, care should be taken so that students are fully aware of the cost schedule. If there is a differential between the three quarter and the two semester cost, students should be informed as to what the difference is and why it is there. It should not, if an additional cost becomes apparent, be used to cover the conversion cost from the quarter to the semester system.

4. Additional concerns by the students:

   4.1 The students are not convinced that the change would improve the quality of education.

   4.2 They are concerned that their choice of courses will be limited because of only two major periods of enrollment per year as opposed to three. It is recommended that careful consideration be given to offering an adequate number of first semester courses during the second semester as well as second semester courses during the first semester. This will accomodate students who are out of sequence, who transfer, who re-enter, or who fail courses.

   4.3 Students are concerned that they may have to attend college longer because of the variety of choices for graduation will now be limited to two periods as opposed to three periods. Some feel that this will prevent them from getting into the job market quicker.

5. Students did indicate some advantages to the semester system.

   5.1 One advantage to the semester system would be that they would only have to register twice.

   5.2 They felt it would improve retention.

   5.3 They felt that they would have a better opportunity for advising since there could be a longer period of advising.

Recommendations From Subcommittee 3:
Semester Impact on Chronic Student Problems and Concerns

1. Problem: Increased financial demands on students related to altered fee schedule.
   Suggested actions:
   a. The University should develop and/or expand its financial assistance program to accommodate the additional cost of front-end money for tuition and fees. This may include:
      1) Expanded deferred payment plan
      2) Short-term low interest rate loans
      3) An advance payment plan (currently in operation)
   b. Financial assistance options should be published well in advance of the transition, and should be widely publicized through a variety of media.

2. Problem: Devising a summer term or terms which will permit 1) a student to complete a semester's work, 2) faculty both to teach and to have time for research and/or vacation, 3) school teachers and incoming freshmen to attend.
   Suggested actions:
   a. Provide two terms of uneven length.
      1) A short (5-week) May-June term with daily 100 minute classes (2 morning and 2 afternoon time-slots) in which two courses (3 or 4 semester hours) are a normal load.
      2) A longer (8-week) June-August term with daily 60 minute classes in which three courses (3 or 4 semester hours) are a normal load.

      Students desiring to go 12 months a year could do so; school teachers and freshmen could take the second half; faculty could teach either first or second term, preferably not both.

3. Problem: The length of the semester vis a vis the quarter results in a larger amount of material to be mastered in each course, with consequent problems of time-planning.
   Suggested actions:
   a. Faculty will be expected to provide detailed syllabi, including assignment sheets, grading style, type of examinations, etc., so that students will know what is required when and will be able to plan their time and pace themselves.
   b. Hour exams, quizzes, and written papers should be scheduled so that students can gauge their progress in the course
      1) A by-product--students early in the semester--by the 4th or 5th week--can know if they are having trouble and seek help from teachers or tutors while there is still time to salvage the course.

4. Problem: Need for careful dissemination of information and planning for the transition.
   Suggested actions:
   a. Ideally two years in advance, but minimally one year prior to actual implementation of the change from quarter to semester, curricular requirements and course conversions for all programs should be determined. This information should be disseminated via workshops and carefully prepared handbooks to all faculty and appropriate staff. These should include faculty advising manuals and first-year student handbooks for each college. A student "guide to transition" handbook should also be prepared for each college in a question-answer format with appropriate index. This handbook must include a section which informs the special concerns of re-entry students and should be distributed to students at least one year prior to implementation.
   b. Academic policies, procedures, rules, and regulations should be reviewed well in advance and subsequent changes included in the handbooks and discussed at the workshops. This review should include such things as the drop-add deadlines, repeat policies, late drops, and many others.
   c. Appropriate staff should be involved from the very beginning of the planning stage, not just in the administration of the end results. Transfer evaluators, those who prepare senior standing sheets, and others can contribute invaluable knowledge and experience.
   d. Visits to all feeder community colleges and high schools in the state should be made with appropriate transfer-evaluation information in writing to be given to those faculty who advise transfer students.

5. Problem: Potential delay in graduation due to calendar changeover.
   Suggested actions:
   a. Mandatory planning session--every student who will be impacted will meet appropriate academic advisor. This will be accomplished during the first quarter after revised curricula and quarter-semester equivalency tables for specific courses are published. Students will not be permitted to register for succeeding quarters until this session is completed.
   Output of this session--Individualized curriculum plan sheet signed by student and instructor. This plan sheet will be recognized as a non-binding work sheet.
   b. Quarter-semester hour Equivalency Tables will be prepared by each department for all courses which will appear in the catalog during the transition period.
   c. Departments should establish course Equivalency Tables and publish these in the catalog during the transition period.
   d. Great flexibility should prevail in interpreting course and hour equivalencies, as well as graduation requirements. We should err on the side of generosity in all cases and be receptive to reasonable petitions for waivers and substitutions.

6. Problem: Transition advising and course planning.
   Suggested actions:
   a. A special summer quarter should be offered immediately prior to inaugurating the semester system. A wide variety of courses should be offered to allow students to fulfill all incomplete sequences and requirements. Planning for this should begin at least a year in advance and advisers and students have the timetable by Winter Quarter mandatory advising--a universal advising quarter.
   b. The timetables for the beginning two semesters should be available to advisers and students during that same Winter Quarter to permit planning and meshing with final quarter course decisions.

7. Problem: Magnified importance of a sound advising system, since under the semester there will be fewer times to recover from mistakes and greater loss of time and effort when a student drops a course.
   Suggested actions:
   a. Advising should be required each semester and the span of time during which advising is available to students should be extended to a longer period. Specific transition advising must begin as early as possible, especially for students nearing degree completion.
   b. Because mistakes in advising will be more costly, it is imperative that all faculty be required to be better prepared to give accurate information and good advice.
   c. Two particular objectives should be stressed in advising transition students:
      1) Students should be assisted in knowing how best to satisfy the essential requirements of the curriculum under which they first declared so as not to require an extended time for completion, and
      2) the intent of that curriculum design should not be abrogated in the process.
   d. Special efforts must be made to encourage students who are having trouble to see the adviser or instructor as early as possible in the semester, not only during the transition period but as an on-going practice.
   e. A Senior Standing Sheet should automatically be issued during the second semester of the junior year, with copies to both the student and the adviser.

8. Problem: Effects of semester calendar on credit programs of the Division of Continuing Education offered by the University Evening School, Off-Campus and Workshops Programs.
   a. The general procedures of registration, drop/add, grade reports, etc. are the same for evening and off-campus classes as for regular university classes. Comparable flexibility to that which now exists should be maintained such that part-time or older students, both on and off-campus can continue to have access to the courses and degree programs of UTK.

b. The semester calendar will eliminate the current September and December mini-terms. There may be some other time period available for a semester mini-term.

c. The 1984 Summer Workshop schedule carries some 50 credit workshops--most are for public school teachers. This type of program is growing in popularity; and it is anticipated that it would have even more potential under the semester system as an alternative to the longer, regular terms.

d. Part-time and adult students tend to drop-in/drop-out more than younger, full-time students. Many things happen to older students in their family and job situations which cause delays in school plans. Many evening students do not attend all three quarters of the academic year; so we estimate that many will only attend one semester, also. On the other hand, the semester length term provides more flexibility in case a person must miss class for a period of time. The person would have more time to recover from missing class.

e. Enrollment in evening classes and off-campus programs has been relatively stable for the past few years. A greater part of the total enrollment of these classes is now graduate credit. Unless some outside influence occurs such as a heavy shift of population in the area, etc., enrollment patterns are not expected to change significantly. The more restrictive admissions requirements along with the change to the semester system would probably cause some downturn in enrollment in all areas of credit programs in continuing education.

f. The financial impact on the Evening School is not expected to be great. The loss of the two mini-terms may be made up by the addition of a spring mini-term or by additional short-term, workshop credit classes. Although the Evening School supports its own programs through student fees and has no University budget support, the program is large enough at the current enrollment level to absorb a small loss of enrollment; because a downturn in enrollment would be accompanied by a reduction of expenses--particularly in instruction.

9. Problem: Impact of semester calendar on the Department of Conferences and Non-Credit Programs of the Division of Continuing Education.

a. The conferences program is committed to the concept of summer conferences to help utilize campus facilities such as dorms and food services during slack time. Semesters would change the timing and pattern of summer conferencing, but would not necessarily have any detrimental impact on program attendance or use of facilities. It would depend on the general summer semester calendar.

b. Conferences and non-credit classes do not program to the academic year time schedule. Programs are in varying lengths of time, beginning and ending to fit the needs of the clientele, and are often held in off-campus meeting facilities. Non-credit

classes follow the general pattern of beginning about the time regular University classes start to take advantage of "the back-to-school" idea. Classes can begin and end at any time. It is doubtful that many would run for a full semester. The conclusion is that little effect is anticipated in programming or enrollment in either conferences or non-credit classes as a result of a semester calendar.

Financial Impact Subcommittee of the Semester
Feasibility Committee: Final Report

The financial impact of changing from a quarter to semester calendar has two dimensions: changeover costs and subsequent operational cost comparisons. At the direction of the Chair of the Semester Feasibility Committee, UTK units have not been requested to estimate either transition costs or subsequent operational costs. A 1979 UTK study of changeover costs and potential savings to fifteen administrative units whose operations are heavily influenced by the calendar system estimated changeover costs to be $326,000, and projected an on-going direct savings of $55,131 per year, exclusive of computer charges.

From reports of visits to other universities and review of available literature on the topic, it is apparent that operation on a semester, rather than a quarter, system has little significant institutional advantage or disadvantage, but does require shifts in resource allocation. Direct savings would result from fewer starts and fewer commencements, since temporary help needs, printing costs, and overtime payments would be decreased. The increase, however, in utilities costs required to operate institutional facilities during high-cost cooling and heating periods may offset these savings. Departments which employ part-time faculty during the Fall Quarter will pay more for the services of such persons on a semester basis, and this increased payment will not be offset, in every case, by nonemployment of part-time faculty in a third segment of the calendar, since employment is highest in the Fall.

The 1979 study did not assess human resource savings, but it is reasonable to project lessened workloads in some heavily calendar dependent offices, such as registration services, Undergraduate Admissions, and Graduate Admissions. With proper planning, staff in these offices may be able to be reduced, with resultant savings used to offset increased costs in other units. In order to plan appropriately for required resource allocations, the cost of changeover and ongoing costs or savings to units can be a matter of assessment during the 1984-85 budget hearings, with reallocations based on results of information provided during that process.

The University of Florida, like most other universities which have changed from a quarter to a semester calendar, has experienced a drop in credit hour production, which has had implications for funding under credit-hour driven funding formulae. It appears that students tend to take the same number of semester hours as they previously took under the quarter-hour rubric. With the proposed change in formula determinants in Tennessee, this would have no impact upon institutional funding.

The major on-going financial impact of the change is upon the students, who must pay for one-half of a year's work at a time rather than one-third. Additionally, increased utilities costs in residence halls tend to be passed

along in rental rates. In order to minimize this impact, the subcommittee suggests adoption of a five-year payment-transition period. During the first year, a student would pay a cost equivalent in the quarter cost at the beginning of the semester, with the balance due at the end of the tenth week. The amount due at the beginning of the semester would rise, over a five-year period, to the full semester fee. The subcommittee also suggests that the university follow the practice adopted by many universities by instituting credit-card payment of fees and deferred payment plans which regularly allow students to defer a major portion of the fee payment.

Changeover costs are directly related to timing: the shorter the changeover time, the higher the changeover costs. The 1979 changeover cost estimate, for example, was largely the need to reorient, notify, reorganize, and to redesign computer systems. If the change is to occur quickly, faculty will need to be provided extra service pay or summer salaries to redesign courses and syllabi to meet deadlines, and the schedule of the redesign of correspondence courses by the University-wide Center for Independent Study will have to be accelerated, with concomitant direct costs. (The University of Florida, for example, allocated $50,000 for payment for redesign of correspondence courses. A similar sum, or phased implementation of semester credit would be required for the UTK conversion.)

The timing of the change will have its most serious impact upon those administrative computer applications required to process student records, student fee payment, financial aid, housing, traffic and parking, and food service operations. There will be direct costs, computer resources, and human resources involved in this conversion. The present student records system is technically incapable of implementing a change to a semester system. The change is absolutely dependent upon full implementation of a new student records system and subsequent changing of related systems to be integrated or interfaced with the new system.

The earliest feasible date for implementation or a change to a semester system is Fall, 1988. Any earlier date could result in institutional inability to process registrations, financial aid, housing, and the like. It should be noted that many of the academic and administrative offices which will be required to devote substantial human resources to implementation of a new student records system are precisely those offices which will need to devote human resources to the conversion from the quarter to the semester system.

As was determined in the 1979 UTK study and has been found at other universities, financial savings do not provide a compelling case for a calendar change. Increased efficiency and effectiveness of administrative processes, however, appear to be a long-term result of such changes, with the pedagogical benefits being paramount.

REPORT OF SUBCOMMITTEE V: CURRICULUM PLANNING, REVIEW, AND CHANGE

A. The period for transition to semesters should be three years. By the end of the second year, all course changes and program revisions must be completed so that the revised catalog copy will be available. We feel it is imperative that all curricular matters be resolved by the end of the second year, to allow a full year for advising students, working with other institutions, and planning for an orderly transition from quarters to semesters.

B. A Steering Committee should work as an ad hoc committee of the Graduate and Undergraduate Councils. We recommend that this committee be composed of the persons from each college who chair the curriculum committee or otherwise have primary responsibility for college curriculum matters. Representatives from the three Divisional Committees in the College of Liberal Arts should also be on this Steering Committee.

This Steering Committee would be charged with the following responsibilities:

1. To define for Council approval a set of broad policies for program review and course design (see below).
2. To work with the colleges and departments in the application of these policies and guidelines in their review of courses and programs.
3. To establish a schedule for the revision of all curricula, from origination in the departmental programs through approval by the appropriate council.
4. To serve as screening committee for review of curricular materials that are submitted to the Councils, assuring that the policies and guidelines have been met.

We suggested the following guidelines and policies for conversion of quarter-based programs into the semester system:

1. The present balance between general education, major concentrations, and electives existing in each curriculum must be maintained, as will the patterns of distribution of general education throughout the four years.
2. Once revision of a program or department is completed, the total number of semester hours should not exceed 2/3 of the number of quarter hours represented by their listings in the 1983-84 catalog.
3. The credit unit standard should be the three-hour semester course. Departures from this standard must be justified individually.
4. Without basic redesign, a quarter course cannot increase in credit through the transition to a semester course.

C. With the exception of the ad hoc Steering Committee, it is the belief of this subcommittee that no new structures are needed to implement the transition. The existing procedures in the several departments and colleges and at the campus-wide level are well-tested and known and should suffice. It is clear that through the work of the Steering Committee, the Councils must establish broad policies, guidelines, and a timetable with clear deadlines very early, and that these conditions and deadlines must be followed by all units on the campus.

TO: Semester Feasibility Study Committee

FROM: Co-op and Field Experience Subcommittee

DATE: April 10, 1984

As its first order of business, the subcommittee surveyed the deans of the various colleges to determine if there are off-campus programs, other than co-op and student teaching, that would be significantly affected by a change to the semester calendar. We discovered many off-campus programs, but in most cases changing to semesters would not pose any problem beyond the general problem of curricular revision faced by on-campus programs as well. We did determine that several off-campus programs are part of curricula which are accredited by outside agencies; several of these curricula may require re-accreditation. The only case we found in which this might entail additional costs is the case of the CUP program in Dietetics. There is a slight possibility that this program may require re-accreditation one year earlier than would otherwise be the case.

Since there did not appear to be major problems in other areas, the subcommittee spent most of its effort on its assigned tasks: co-op and student teaching. In both of these programs, a change to semester would have a definite impact, but we have no reason to believe that either would be affected adversely.

Co-op programs

UTK possesses two co-op programs, one for engineering students and one for all other students. The operation of these programs is so similar, however, that the same remarks will cover both. Concern has been expressed by some faculty members that a change to semesters might harm the Cooperative Engineering Program, which has been an important part of the College of Engineering since 1926.

These concerns can be reduced somewhat by the observation that there are many semester schools in the Southeast with strong co-op programs, including Alabama, Mississippi State, North Carolina State, and South Florida. Somewhat further afield, Texas A&M and Purdue are semester schools with large co-op programs. All these schools operate on essentially the same schedule. The year is treated as if it were divided into thirds. There are three work periods a year, the summer work period being somewhat shorter than the other two. Students work every other work period until their co-op experiences are completed.

The subcommittee recommends that this three-term schedule be adopted by UTK's co-op programs. Obviously, we are assuming that the summer program will permit students to complete semester courses during the summer term, and that a sufficient number of such courses will be available. (One advantage of the semester calendar for co-op is that each student will be on campus only every other summer, so that from an individual student's perspective the summer-course problem will be cut in half.)

At the University of Florida, our visiting team was told that co-op participation dropped 50% when semesters were introduced in 1981; this was attributed to a reluctance on the part of students to be off campus for longer periods. We were disturbed by this report, so we contacted the co-op director at South Florida, which has a much larger and better known program than Gainesville's. South Florida reported only a small dip in co-op participation, less than 10%, at the time of the transition. The dip is attributed entirely to economic condition; 1981 was in the depths of the recession. At the present time, the South Florida program is about 25% larger than it was before the transition to semesters. Clearly, a strong co-op program is better at administering the transition.

At Iowa State, one administrator told our visiting team that there had been a decline in student interest in co-op. However, one team member (Dr. Bradley) was told by mathematics faculty that student participation had not declined. Lacking actual numbers, the subcommittee cannot determine the true situation.

At North Carolina State, a strong and respected co-op program has been created from scratch since the semester system was introduced. The visiting team was told that the academic calendar is not a problem for the co-op program, which enjoys good acceptance from both students and employers. One subcommittee member (Rowlett) also contacted the co-op office at Alabama, and received the same assurances that the semester system did not pose any problems in recruiting students or employers. Thanks to a strong institutional commitment, co-op at Alabama has doubled its student participation over the last five years, recession notwithstanding.

The Director of the Cooperative Engineering Program, Elizabeth Corlew, has already drawn up work schedules based on the semester plan, and has considered many of the points raised here. Based on her contacts with co-op directors elsewhere, she believes that the semester system would actually permit some expansion of the UTK co-op program, by reducing the amount of clerical effort and extending the amount of time for placement activity. She stresses the critical importance of the summer program in determining the success of co-op following the transition.

Both Ms. Corlew and two members of the subcommittee (Stair and Rowlett) have conversed informally with students concerning semester co-op programs. Many students also suspect that summer course offerings may be inadequate. On the other hand, students see an advantage in only having to move three rather than four times per year.

The subcommittee concludes that calendar change does not pose any problem for co-op programs that cannot be overcome by proper planning. We recommend, however, that strong assurances be given concerning the scope and depth of the summer course program.

Student teaching

The College of Education is committed to increasing the amount of field work prior to student teaching for students. The semester calendar is conducive to that end. For both student teaching and field experience, the change to the semester plan is in the best interest of the preparation process for teachers.

To this end, the faculty of the College of Education has agreed that the College should require semester-long student teaching regardless of whether the University changes to the semester plan. This decision is in keeping with recommendations from the field that the student teaching experience be increased. Teachers have repeatedly suggested that university students have an opportunity to experience all phases of a typical semester, from the opening of classrooms in late August to the Christmas holiday. This view is in keeping with feedback from students who report that the student teaching experience is the most critical part of the preparation for teaching. Should the University move to the semester plan, the implementation of this decision will be much easier. The College intends, however, to implement this change under the quarter system, though not until September, 1985.

Most major institutions are on the semester plan and their student teaching and field experience programs are in no way hampered by that fact. A major goal of many colleges of education (whether on quarter or semester plans) is to block or in other ways concentrate required course and field work. The semester plan is conducive to this goal for it permits a longer time to work with students in any given course or field activity. One subcommittee member (Wisniewski) has personal experience at several semester campuses demonstrating that none of the activities related to teaching preparation is hampered by the semester plan. On the contrary, he believes that it is enhanced in every respect.

Since the College is committed to semester-long student teaching even before the University calendar is changed, there will be some transitional costs to be borne by the College. Specifically, two or three faculty members will need to begin their work a few weeks prior to the opening of the fall quarter so that they can arrange and supervise student teaching experiences during the third week of August. Supplementary pay for these services will need to be budgeted. These costs may be reduced, however, if an early-start system is implemented.

SEMESTER CALENDAR GUIDELINES

1. Classes start on Monday.

2. Fifteen weeks of Instruction.

3. Five days of Final Exams with 2 hour blocks.

4. One study day prior to exams.

5. Vacation Days - First Semester
   - Labor Day - Monday
   Fall Recess - Monday and Tuesday of the 8th week of the semester
   - Thanksgiving - Thursday and Friday

6. Vacation Days - Second Semester
   - Good Friday
   - Spring Break - one week
   -will be the week after 10 full weeks of instruction. Five full weeks of instruction, prior to final exams, will remain after the spring vacation.

SEMESTER CALENDAR 1987-88

First Semester

Classes Begin, Monday, August 24

Labor Day, Monday, September 7

Fall Recess, Monday, October 12, Tuesday, October 13

Thanksgiving, Thursday, November 26 and Friday, November 27

Classes End, Friday, December 11

Study Day, Saturday, December 12

Final Exam, Monday, December 14 through Friday, December 18

Commencement, Saturday, December 19

Second Semester

Classes Begin, Monday, January 11

Spring Break, Monday, March 21 through Friday, March 25

Good Friday, Friday, April

Classes End, Friday, April 29

Study Day, Saturday, April 30

Final Exam, Monday, May 2 through Friday, May 6

Commencement, Saturday, May 7

SEMESTER CALENDAR 1988-89

First Semester

Classes Begin, Monday, August 29

Labor Day, Monday, September 5

Fall Recess, Monday, October 17 and Tuesday October 18

Thanksgiving, Thursday, November 24 and Friday, November 25

Class Ends, Friday, December 16

Study Day, Saturday, December 17*

Final Exams, Monday, December 19 through Friday, December 23*

Commencement, Saturday, December 24*

Second Semester

Classes Begin, Monday, January 16

Spring Break, Monday, March 27 through Friday, March 31

Good Friday, April

Classes End, Friday, May 5

Study Day, Saturday, May 6

Final Exams, Monday, May 8 through Friday, May 12

Commencement, Saturday, May 13

SEMESTER CALENDAR 1989-90

First Semester

Classes Begin, Monday, August 28

Labor Day, Monday, September 4

Fall Recess, Monday, October 16 and Tuesday, October 17

Thanksgiving, Thursday, November 23 through Friday, November 24

Classes End, Friday, December 15

Study Day, Saturday, December 16

Final Exams, Monday, December 18 through Friday, December 22

Commencement, Saturday, December 23

Second Semester

Classes Begin, Monday, January 15

Spring Break, Monday, March 26 through Friday, March 30

Good Friday, April

Classes End, Friday, May 4

Study Day, Saturday, May 5

Final Exams, Monday, May 7 through Friday, May 11

Commencement, Saturday, May 12

SEMESTER CALENDAR 1990-91

First Semester

Classes Begin, Monday, August 27

Labor Day, Monday, September 3

Fall Recess, Monday, October 15, Tuesday, October 16

Thanksgiving, Thursday, November 22, Friday, November 23

Classes End, Friday, December 14

Study Day, Saturday, December 15

Final Exams, Monday, December 17 through Friday, December 21

Commencement, Saturday, December 22

Second Semester

Classes Begin, Monday, January 14

Spring Break, Monday, March 25 through Friday, March 29

Good Friday, April

Classes End, Friday, May 3

Study Day, Saturday, May 4

Final Exams, Monday, May 6 through Friday, May 10

Commencement, Saturday, May 11

Monday-Wednesday-Friday -- Class Times 50 minute periods

Begin and End Times for Monday-Wednesday-Friday

7:50 - 8:40 a.m.
8:55 - 9:45
10:00 - 10:50
11:05 - 11:55
12:10 - 1:00 p.m.
1:15 - 2:05
2:20 - 3:10
3:25 - 4:15
4:30 - 5:20
5:35 - 6:25

Tuesday-Thursday -- Class Times 75 minute periods

Begin and End Times for Tuesday-Thursday

7:30 - 8:45 a.m.
9:00 - 10:15
10:30 - 11:45
12:00 - 1:15 p.m.
1:30 - 2:45
3:00 - 4:15
4:30 - 5:45
6:00 - 7:15

FINAL EXAM SCHEDULES

5 Day - 2 hours each

7:30 - 9:30 a.m.

10:00 - 12:00 noon

1:00 - 3:00 p.m.

3:30 - 5:30 p.m.

7:00 - 9:00 p.m. UNIT EXAMS

(SAMPLE)

FINAL EXAM SCHEDULE 1987-88

Regular Class Time	Examination Time	Date
7:30 - 8:45 a.m. TR	10:00 - 12:00 noon	Mon., December 14
7:50 - 8:40 a.m. MWF	3:30 - 5:30 p.m.	Tues., December 15
9:00 - 10:15 a.m. TR	10:00 - 12:00 noon	Thurs., December 17
8:55 - 9:45 a.m. MWF	7:30 - 9:30 a.m.	Wed., December 16
10:30 - 11:45 a.m. TR	1:00 - 3:00 p.m.	Wed., December 16
10:00 - 10:50 a.m. MWF	7:30 - 9:30 a.m.	Mon., December 14
12:00 - 1:15 p.m. TR	1:00 - 3:00 p.m	Mon., December 14
11:05 - 11:55 a.m. MWF	7:30 - 9:30 a.m.	Tues., December 15
1:30 - 2:45 p.m. TR	3:30 - 5:30 p.m.	Wed., December 16
12:10 - 1:00 p.m. MWF	1:00 - 3:00 p.m.	Fri., December 18
3:00 - 4:15 p.m. TR	3:30 - 5:30 p.m.	Mon., December 14
1:15 - 2:05 p.m. MWF	1:00 - 3:00 p.m.	Thurs., December 17
4:30 - 5:45 p.m. TR	1:00 - 3:00 p.m.	Tues., December 15
2:20 - 3:10 p.m. MWF	7:30 - 9:30 a.m.	Fri., December 18
6:00 - 7:15 p.m. TR	10:00 - 12:00 noon	Wed., December 16
3:25 - 4:15 p.m. MWF	7:30 - 9:30 a.m.	Thurs., December 17
4:30 - 5:20 p.m. TR	10:00 - 12:00 noon	Tues., December 16
5:35 - 6:25 p.m. MWF	3:30 - 5:30 p.m.	Fri., December 18

SUMMARY OF FINAL EXAM SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 TR	7:50 MWF	8:55 MWF	9:00 TR	12:10 MWF
10:00 MWF	11:05 MWF	10:30 TR	1:15 MWF	2:20 MWF
12:00 MWF	4:30 TR	1:30 TR	3:25 MWF	5:35 MWF
3:00 MWF	4:30 MWF	6:00 TR		

SEMESTER CALENDARS

OPTION 2
(55 minute periods)

	First Semester (72 days w/2 day break mid-Fall)	Second Semester (74 days w/5 day break mid-Spring)
1987-88		
Beginning	Tuesday, September 1	Monday, January 11
Ending	Wed., December 9	Friday, April 22
Fall/Spring Break	M & T, Oct. 19 & 20	March 14-18
Study Day	Thurs., December 10	Sat. April 23
Final Exams	December 11-16	April 25-28
1988-89		
Beginning	Tuesday, September 6	Monday, January 16
Ending	Wed., December 14	Thursday, April 27
Fall/Spring Break	M & T, Oct. 17 & 18	March 20-24
Study Day	Thurs., December 15	Friday, April 28
Final Exams	December 16-20	April 29-May 3
1989-90		
Beginning	Tuesday, September 5	Monday, January 15
Ending	Wed., December 13	Thursday, April 26
Fall/Spring Break	M & T, Oct. 16 & 17	March 19-23
Study Day	Thurs., December 14	Friday, April 27
Final Exams	December 15-20	April 28-May 2

SEMESTER CALENDAR GUIDELINES

OPTION 2

1. Classes will be 55 minutes - Monday-Wednesday-Friday (3 days a week).

2. Classes will be 80 minutes - Tuesday-Thursday (2 days a week).

3. There will be 13^{+} weeks of instruction first semester and 14 weeks of instruction the second semester.

4. There will be 5 days for final examination.

5. There will be one study day.

6. Vacations - Labor Day
   - Fall Recess - Mon. and Tues. of 7th week of Instruction
   - Thanksgiving - Thursday and Friday
   - Spring Break - Monday through Friday
   - Good Friday

7. Second Semester
   - 14 weeks of instruction

OPTION 2

Monday-Wednesday-Friday -- Class Times 55 minute periods

Begin and End Times for Monday-Wednesday-Friday

7:50 - 8:45 a.m.
9:00 - 9:55
10:10 - 11:05
11:20 - 12:15
12:30 - 1:25 p.m.
1:40 - 2:35
2:50 - 3:45
4:00 - 4:55
5:10 - 6:05
6:20 - 7:15

Tuesday-Thursday -- Class Times 80 minutes

Begin and End Times for Tuesday-Thursday

7:30 - 8:50 a.m.
9:05 - 10:25
10:40 - 12:00 noon
12:15 - 1:35
1:50 - 3:10
3:25 - 4:45
5:00 - 6:20
6:35 - 7:55

SUMMARY OF INSTRUCTIONAL CONTACT TIME

FIRST SEMESTER

15 Week (50 min.)			13 Week (55 min.)		
Day	No.	Minutes	Day	No.	Minutes
Monday	- 13	650	Monday	- 12	660
Tuesday	- 15	1125	Tuesday	- 14	1120
Wednesday	- 16	800	Wednesday	- 15	825
Thursday	- 15	1125	Thursday	- 13	1040
Friday	- 15	750	Friday	- 13	715
Total No.	74		Total No.	67	
Total Minutes MWF = 2200 TR = 2250			Total Minutes MWF = 2200 TR = 2160		

SECOND SEMESTER

15 week (50 min.)			14 week (55 min.)		
Day	No.	Minute	Day	No.	Minute
Monday	- 15	750	Monday	- 14	770
Tuesday	- 15	1125	Tuesday	- 14	1120
Wednesday	- 15	750	Wednesday	- 14	770
Thursday	- 15	1125	Thursday	- 14	1120
Friday	- 14	700	Friday	- 13	715
Total No.	74		Total No.	69	
Total Minutes MWF = 2200 TR = 2250			Total Minutes MWF = 2255 TR = 2240		

SEMESTER CONVERSION TABLE

Conversion of attempted and earned quarter hours into their semester hour equivalents are calculated using the following formula: quarter credit hours times .6667 equals the number of semester hours, i.e., 192 quarter hours x .6667 = 128.0 semester hours. A conversion table of 1 to 200 is listed below.

Qtr Hrs	Sem Hrs	Qtr Hrs	Sem Hrs	Qtr Hrs	Sem Hrs	Qtr Hrs	Sem Hrs
1	.667	21	14.0	41	27.3	105	70.0
2	1.3	22	14.6	42	28.0	110	73.3
3	2.0	23	15.3	43	28.6	115	76.6
4	2.6	24	16.0	44	29.3	120	80.0
5	3.3	25	16.6	45	30.0	125	83.3
6	4.0	26	17.3	46	30.6	130	86.6
7	4.6	27	18.0	47	31.3	135	90.0
8	5.3	28	18.6	48	32.0	140	93.3
9	6.0	29	19.3	49	32.6	145	96.6
10	6.6	30	20.0	50	33.3	150	100.0
11	7.3	31	20.6	55	36.6	155	103.3
12	8.0	32	21.3	60	40.0	160	106.6
13	8.6	33	22.0	65	43.3	165	110.0
14	9.3	34	22.6	70	46.6	170	113.3
15	10.0	35	23.3	75	50.0	175	116.6
16	10.6	36	24.0	80	53.3	180	120.0
17	11.3	37	24.6	85	56.6	185	123.3
18	12.0	38	25.3	90	60.0	190	126.6
19	12.6	39	26.0	95	63.3	195	130.0
20	13.3	40	26.6	100	66.6	200	133.3

4/12/84

SUMMARY OF ACTIONS AND RECOMMENDATIONS FROM THE SUBCOMMITTEE ON RELATIONS WITH OTHER TENNESSEE CAMPUSES AND INSTITUTIONS

Subcommittee Members:
C. W. Minkel, Chairman
B. B. Creekmore
C. W. Neel
R. V. Norman

26 April 1984

Purpose of Subcommittee

Identifying the institutions that would experience change if UTK switched to a semester calendar was one of the first tasks of this subcommittee. The subcommittee found a great diversity in the type of institutions that need to be considered, contacted and polled so that the transition would be made without obstacles to progress in the event that the calendar change was adopted.

Actions Taken and Recommendations Made

Subcommittee members and the committee Staff Assistant made visits to groups that were most directly related to a change in UTK's calendar.

UT System Administration Contact. A meeting with Dr. John Prados, Vice President for Academic Affairs, and Dr. Nebraska Mays, Assistant Vice President for Academic Affairs, was held with the Co-Chairmen of the committee and the Staff Assistant. Prados and Mays suggested contacting the following groups as soon as possible to ensure good communication: (1) community colleges (from which UTK receives transfer students); (2) Treasurer's Office (to study options for student fee payment schemes); (3) public secondary school administrators and the State Board of Education (to ensure proper planning for UTK summer school.)

Following their recommendations, a meeting was held with the UTK Office of the Provost, Memphis State University, Cleveland State Community College, Knoxville College and Roane State Community College. Discussion was held on the impact on transfer students if UTK adopts a semester calendar. Other areas of mutual concern will be discussed during this meeting, including UTK's changing admission requirements.

UT College of Veterinary Medicine. Contact was made with Dean Hyram Kitchen. All communications to the Semester Feasibility Study Committee are being sent to his office to keep him apprised of our work. He strongly urged that if a calendar change is to be adopted, that it will be done with an adequate time frame to ensure a well-planned revision of curricula. He shared the opinion that the veterinary program would need to expand to a four-year degree on a semester calendar since it would not be possible to restructure equivalent blocks of credit in semesters (over a calendar year) as presently exists in quarters.

UT Division of Continuing Education, Knoxville. Dr. William Barton, a member of this committee, had conducted a survey of the Staff in the Divison concerning the impact of a calendar change in their programs. That report, which also includes data concerning their mission, is attached.

A recommendation had been made that these comments be incorporated into the planning process if a calendar change is adopted.

UT Space Institute. Administrators of the UT Space Institute have been contacted and are receiving copies of all communications that go out to the committee members so that they are apprised of our work.

THE UNIVERSITY OF TENNESSEE
DIVISION OF CONTINUING EDUCATION, KNOXVILLE
451 COMMUNICATIONS AND UNIVERSITY EXTENSION BUILDING
KNOXVILLE, TENNESSEE 37916

OFFICE OF THE ASSOCIATE DEAN

TELEPHONE (615) 974-6629

April 16, 1984

MEMORANDUM

TO: Mrs. Kay Reed

FROM: Bill Barton

SUBJECT: Semester Feasibility
Continuing Education

The Division of Continuing Education, UTK, has the basic mission of providing educational programming for the people of Tennessee, particularly in East Tennessee, who are not able to attend regular University, day classes. These programs are credit and non-credit, graduate and undergraduate, on-campus and off-campus. Our clientele primarily are working adults with families. The task is to provide the classes and programs needed by these adult students at a time and place convenient to the student and to provide the flexibility they need within the regulations of the University.

The Division has two Departments. The distinction between the two programs is the separation of credit programs from non-credit programs. The University Evening School handles all credit programs of the Evening School, Off-Campus classes, and Credit Workshops. Enrollment and head count for Fall, 1983, are as follows:

	Course Enrollments	Individuals (estimated)
Off-Campus	1402	913
On-Campus	3200	2085
Totals	4602	2998

On-campus enrollment is about two-thirds undergraduates to one-third graduate enrollments, while off-campus is almost entirely graduate credit.

The Department of Conferences and Non-Credit Programs provides the administration for all our not-for-credit activities. Non-Credit classes had about 2500 course enrollments in the Fall Quarter, 1983. Conferences will attract an estimated 20,000 people to a wide variety of programs, from management seminars to large international, scientific conferences.

The Division is more than self supporting. UTK provides no State funds to the operation. We turn $100,000 to $400,000 a year back to the general fund from income in excess of total expenses including all staff salaries and operating expenses on a total income from program revenues of about $4 million. An organization chart is attached.

Following are ideas and comments from the Staff of the Division of Continuing Education about the semester system and its possible impact on our programs:

1. The general feeling is that Evening School will benefit greatly from cutting out one major registration, printing of one quarterly catalog, and cutting down one period of advertising and promotion.

2. The semester system would provide much more time for planning and programming. Presently, Evening School is in continual operation of registration, beginning classes, and preparing for the next term.

3. Positive impact of beginning off-campus classes earlier - we could "compete" for students better because most other schools in the area start early in the Fall.

4. Loss of September and December Mini-Terms would be a financial impact. There might be time for one Mini-Term in the Spring.

5. The time between the end of Spring term and beginning of Fall term would provide a longer time for short courses - Credit Workshops primarily for public school teachers. We will offer about 50 workshops this Summer.

6. Would simplify the entire Evening School and Off-Campus operation.

7. Not sure what the impact would be on enrollment. With a probable increase in fees coming almost every year - plus the cost of semester fees as compared to quarter fees, enrollment may well be down. Many part-time, evening students do not go to school all three quarters. There is considerable stop in/out.

8. Longer terms and fewer registrations may improve retention for part-time, evening students. May provide a more accommodating experience for adult students who have so many emergencies interrupting their class schedule. The longer term would reduce the problem of missing 2 or 3 classes as some have to do because of work schedules, family obligations, and sickness.

9. Conferences already has some tentative bookings and proposals for 1987. That Department would need to know at the earliest possible time what the academic calendar will be. There is an annual conference of Auto Workers which meets in early September using the dorms.

10. The Center for Extended Learning (Correspondence Instruction) is not part of our Division - it is a UT Systems operation. They will, however, need to have all UTK courses revised to make the change to semesters. At Florida, their correspondence program was the only part where any money was spent on revising courses. The Continuing Education Division was given $50,000 on the front end to develop new courses.

Some anticipated benefits for Evening School:

1. More time for planning, evaluation, etc.

2. More time for advisor/advisee contact for both evening and off-campus students.

3. There is some feeling that adult students are ready to start to school as their children start in early September.

4. Improved student services for evening and off-campus students. More time between registrations to help students.

Conferences and Non-Credit Programs will not be as greatly affected as credit classes. Conferences are short-term programs for the most part. Many non-credit classes are less than a quarter in length. These programs do not have to begin or end with the credit program calendar. They will probably operate on a much more flexible schedule with classes beginning at various times and running for differing lengths of time.

Kay, we would be pleased to provide any additional information that you need. I have tried to give you a brief overview. There are a number of specific programs which I have not mentioned, such as the English Language Institute; but the impact does not appear to be significant on these programs.

WDB/ju

cc: Dr. LeRoy Graf
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